Impact of Training and Development on Employees' Performance in Epenal Group Ltd

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Abstract: The study examined the impact of training and development on employees' performance in Epenal Group Ltd., Rivers State. Four (4) research questions guided the study. A descriptive design was adopted for the paper. A sample of 300 workers, consisting of 38 dredging workers, 55 security officers, 46 staff from the piling unit, 45 from civil construction, 56 from pipeline construction, 44 boat builders, and 16 equipment leases, was drawn using random quota sampling. The instrument used for the study was a self-structured questionnaire developed by the researcher. The instrument was validated by experts, and a reliability coefficient of 0.75 was obtained using Pearson's product moment correlation. The data collected was analysed using the mean and standard deviation. The results revealed a high influence of training and development on employees' performance. The study found that on-the-job and off-the-job training influence the productivity of employees. The study also established that training and development positively influence employees' job knowledge and the work quality of employees. It was recommended that employers should have compulsory training programmes for all employees in order to improve their knowledge and understanding of annual business strategy and objectives. Employees should be provided with effective training (on-the-job and off-the-job training) in order to reduce the time spent by managers on supervising employees. Employees should be provided with more training programmes in order to reduce the cost of recruiting and training new staff members.

Keywords: Impact, Training, Development, Employee Performance, Epenal.

I. Introduction

Human resource is a crucial but expensive resource and therefore in order to sustain economic and effective performance of this resource, it is important to optimize their contributions to the achievement of the goals and objectives of the organization through training and development (Asare-Bediako, 2008). Training is therefore necessary to ensure an adequate supply of employees that are technically and socially competent for both departmental and management positions. According to Heathfield (2012), the right employee training, development and education at the right time, provides big payoffs for the organization in increase and productivity, knowledge, loyalty and contribution.

Human resource management is today considered as a strategic partner of the other functional areas of business organization, namely; marketing, finance, production, purchasing, management information systems and administration. The human resource of any organization is that which is expected to bring about the competitive difference, since the success or failure of an organization is dependent on the quality of this resource as well as its orientation. This is based on the notion that human resource is the competitive advantage a business organization has. It is essentially so, because as said earlier, while equipment, infrastructure, methods of production, packaging and distribution strategies could all be copied by other competitive organizations, however the innate

quality, innovativeness, knowledge, abilities and skills of the human resource cannot easily be copied. Training is a very important part of the human resource development (HRD) activity of human resource management practice. For employees to carry out their duties effectively and efficiently they must have the relevant skills, knowledge, values, attitudes and competencies as well as understand their organization's culture. More often, new employees' do not have all the competencies usually required for successful or excellent performance on their jobs.

Again while on the job, employees need to be updated through training and development to acquire competencies they did not have at the time of appointment. This is why an organization might need training and development department, often referred to as Human Resource Development (HRD). When suitable job candidates have been selected and appointed, they must be given the appropriate orientation and in addition they must be trained and developed to meet their set goals of the organization. Beardwell and Holden (1998) gave the following reasons for training and development of employees by an organization. That new employees are in some aspect like other raw materials; they have to be processed to be able to perform the tasks of their jobs adequately and to fit into their work-group and into the organization as a whole; that new jobs and tasks may be introduced into the organization and be filled by existing employees who need redirection, people change in various capacity –their interest, skills, confidence, aspirations, and circumstances. Some of the employees may move job within the organization on promotion or to widen their experience and so need further training. The organization itself or its context may change or be changed over time, so that employees have to be updated in their ways of working together. The organization may wish to be ready for some future change and require some employees to develop transferable skills. Management requires training and development. This will involve initial training for new managers, further development and training for managers, management succession and the development of potential managers.

From the above reasons given by Beardwell and Holden (1998), it is therefore obvious that training and development are inevitable for organizations that are very serious about winning the competition (being outstanding) or at least taking the lead in the Industry. According to Ivancevich (2010), training and development is a process that attempts to provide employees with information, skills and understanding of the organization and its goals. Additionally, training and development aids an employee to continue to make the necessary positive contribution to the success of the organization in terms of his or her good performance on the job. To start this whole process is the orientation and socialization of employees into the organization. Cole (1997) opined that training and development is obtainable in every organization, even though the quality and intensity of the training carried out may differ from one organization to another.

Training and development activities ensure that organizations have the knowledgeable, skilled, engaged and committed workforce it needs to compete favorably in order to achieve its goals and objectives. Also, the world is now a global village and thus, the speed at which technology changes, necessitates a constant honing of employees' knowledge, skills, abilities and competencies to cope with the new processes and systems. With globalization, jobs that previously required minimal skills are now being displaced by jobs that require technical, interpersonal and problem-solving skills. Other training and development needs tend towards empowerment; total-quality management, teamwork, and international business make it necessary, in both private and public sectors, to develop the skills that will enable employees to handle new and more demanding roles and responsibilities (Snell, 2007). Armstrong (2012) asserts that training is the formal process applied to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. Training is a systematic and planned instruction, actions or activities that promotes learning. It is one of the divers means organizations institute to advance learning process.

Training plays a complementary role in deepening and enhancing learning (Reynolds, 2004). For him, 'training should be reserved for situations that justify a more directed, expert-led approach rather than viewing it as a comprehensive and all-pervasive people development solution.' He

further opined that the traditional training model emphasize on subject-specific knowledge, rather than trying to build core learning abilities'. From the foregoing definitions, training can be seen as an organized procedure through which employees gain knowledge and skills to promote organizational performance. Training is an intentional activity by organizations to bring out the best from their employees. It is a developmental instrument intended to improve skills, develop knowledge and enhance employees' performance for effective results.

In considering, the contemporary reality in the business world, marketplace and its subsequent accompanying complexities, it is important that diverse needs for employees' in organizations have changed and the bar raised from just being a mere employee to a competent employee. The discussions are on competence and competency drives organizational performance. To ensure employees are job-fit, training is crucial, necessary and obligatory. Training becomes an unquestionable instrument towards developing employees' competency to ensure they meet their job requirements and organizational needs. The actions towards effective training are to enhance the value-creating quality of a competent employee.

Consequently, Armstrong (2012) defines development as a process whereby a person's ability and potentials are grown and realized through the provision of learning experiences or through self-directed, self-managed learning. Development is an evolving process that equips people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. Furthermore, development is concerned with learning activities which prepares people to exercise wider or increased responsibilities. Following these definitions, training and development, brings a competitive advantage on most institutions or organizations. That is, a productive workforce of employees owing to effective training and development. Institutions or organizations with talented, competent, motivated and result-driven employees offering outstanding services to customers are most likely to get ahead of the competition, even when the product or services offered are similar or same. Effective training and development systems are the key tools to transform employee's talent and motivation into strategic organizational set goals.

Various organizations, small or big, national or international; the industry or nature of business, for profit or not-for-profit, training and development is pivotal to employee's productivity and hence, the success, growth and performance of an organization is largely dependent on an effective training and development programme which enhances the performance and productivity of her employee's and thus, organizational effectiveness. The general objective of training and development is to develop the capacity of employees, ensure they are productive to meet and exceed expectations and to achieve their full potentials to their own benefit and that of their organizations. Every training and development process, if implemented rightly, must have the underlying characteristics to align employee's training and development programmes with organizational goals and objectives; improve organizational performance; improve employee's performance; provide the basis for employee development; evaluation of training for effectiveness; return on investment; develop a learning culture.

Therefore, a non-existence or poorly implemented training and development process may lead to under-productivity of workers due to incompetency; waste of organizational time and money due to non-return on investment on training; non-transfer of skills and competencies from training to work environment. Epenal Group Ltd needs competent employee's due to its vision, which is one of the indigenous Maritime Industry, which provides marine services to various International Oil Companies (IOCs) within and outside the state which helps to promote the global economy. There is therefore the need to keep employees' in tune with the new trends, to understand and respond to the constantly shifting dynamics within the marine environment and Niger Delta Shoreline through effective training and development.

Statement of the Problem

Training and development is important to the success, growth and effectiveness of all modern organizations. Organizations compete amongst themselves for scarce talent or competencies - the

core sets of knowledge and expertise that give these organizations an edge over their competitors. Training and development play a vital role in nurturing and strengthening these competencies and in this way has become part of the backbone of the strategy implementation of most modern organizations. Training and development activities have implications for attempts to motivate and involve the workforce with an aim of improving performance. One of the primary objectives of human resource management is the creation of conditions whereby the latent potential of the employees will be realized and their commitment to the success of the organization secured. Cantoni, Cellario & Ports (2004) points out that the scope of evaluating the training effort should explain how training contributes to the big picture as it is implemented to bring about improvement in job performance. The ultimate purpose of training is to help organizations achieve their performance results. Training activities have effect on relative competitiveness and economic performance, at both the aggregate level of the national economy or industrial sector, and at the level of individual enterprises (Cantoni et al, 2004).

Banjoko (2006) pointed out most of the challenges that hinders training and development in most organizations. Some of which are: (i) Inadequacy or inability to define of training objectives (either short-term or long term objectives), as many training programmes are not goal-oriented. (ii) Lack of proper determination of training needs from personal, task and organizational perspective. (iii) Faulty selection of instructional methods e.g. techniques that may not be appropriate for inducing behavioural changes. iv.) Lack of follow-up on training by the Human Resource department, which is necessary in putting the new skills to use. (v) Lack of post-training support. (i.e. transfer of learning from the training environment to job environment) which would take place if obstacles are deliberately stacked on the way of the trainee thus preventing him from putting his newly acquired knowledge to practice. (vi) Most trainees are more interested in traveling packages and benefits more than the knowledge content of training programmes (Banjoko, 2006:73).

Furthermore, Fajana (2006) states the following as some problems facing the effectiveness of training and development: unwarranted jumping or muddling of the steps in the standard training process like design, implementation and evaluation; failure to systematically evaluate the effects of training and failure to engage credible professional trainers and adequately brief trainers on the specific trends in an organization. An organization that learns and encourages its employees' to learn, builds a more knowledgeable workforce and promotes a flexible culture where initiative and changes are seen as challenges to accept to build a shared vision. This culture propels a process for development, improvement and organizational performance.

Most researches have been conducted on training and development for example, (Armstrong, 2012), Radisson Blu Anchorage Hotel, V.I. Lagos, MTN Cooperate Head Office, Lagos (Ndibe, 2014), Soft Drinks bottling Companies, Enugu State, Nigeria, etc. There are many aspects to training and development which leads to employee performance but not much has been done on coaching and mentoring. Therefore, this work will attempt to fill the gap; hence, this research will examine the impact of training and development through coaching and mentoring which is a strategic training and development process in ensuring an effective employee performance. It is against that the following questions were raised to guide this study:

i   What are the impact of training and development on employees' performance in Epenal Group Ltd?

ii   What are the impacts of on-the-job and off-the-job training on productivity of employees in Epenal Group Ltd.?

iii To what extent does training and development through Coaching and Mentoring influence the work quality of the employees in Epenal Group Ltd?

iv   What is the extent to which training and development improve the job knowledge of employees in Epenal Group Ltd?

Objectives of the Study

The broad objective of this study is to examine the impact of training and development on employees' performance in Epenal Group Ltd. The specific objectives of this study are:

i   To determine the impact of training and development on employees' performance in Epenal Group Ltd.

ii   To access the impact of on-the-job and off-the-job training on productivity of employees in Epenal Group Ltd.

iii To ascertain the influence of training and development through mentoring and coaching in enhancing the work quality of employees in Epenal Group Ltd.

iv   To determine the extent to which training and development improve job knowledge of employees in Epenal Group Ltd.

Study Area

Epenal Group of Companies Nig. Ltd. is a local legal entity that was set up on July 17, 2008, as a company limited by shares under the Companies and Allied Matters Acts of 1990, of the Federal Republic of Nigeria. It is trusted in dredging and shore protection, piling, civil construction, pipeline fabrication, boat building, and equipment leasing.

II. Literature Review

Conceptual Review

Training can be seen as a process or set of activities aimed at assisting individuals to acquire knowledge, skills and attitudes necessary for the effective performance of specific task or job. Reilly (1979) defined training as the development of a person's knowledge, skills and attitude for vocational purpose. Development, on the other hand, is viewed by him as "a systematic development of the individual's career so that his interests and abilities, educational, formal and informal training, and work responsibilities are related to each other with the intention of realizing his full potentials." For Reilly, development is wider than training as it seeks the full attainment of the potential of the employees. In other words, Reilly believes that with development, employees can get to the peak of their "hierarchy of need". Thus, training and development helps in building and strengthening the work related attributes of the human resource (workers or employees) in any organization. Moreover, in training there is a specialist who delivers the training expertise required for enhancing the job proficiency keeping in view both present and future job related skill requirements (Saleem, Shahid & Naseem, 2011). Hence, we may say that Training & Development is a more logical and organized way of improving the skills, knowledge, and attributes needed by the workers to better fulfill their job tasks. On the other hand, Armstrong (2009) has differentiated training from development by putting his concept into words that development is meant to acquire new knowledge and skills that help to progress into some future job requirements while training helps in gaining those competencies that enable the employees to better perform in their present jobs. In the same vein (Obisi, 1996 cited in Obisi, 2011) states that training is confined majorly on enhancement of skills pertaining to a particular job while development has its scope stretched across the growth and personal development of the employees.

Training is the process of enhancing the skills, capabilities and knowledge of employees for doing a particular job. Training process molds the thinking of employees and leads to improved performance of employees. Training in an organization is a continuous exercise aimed at grooming the workforce to keep pace with changing conditions in the work environment. Training can also be looked at as a short-term learning process utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skill for a definite purpose. According to Campbell (1997), training refers to instruction in technical and mechanical operations. The job of any worker is basically to bring about productivity and

desirable changes to the organization. It therefore becomes necessary that the worker should know the adequate technical subject matter needed as well as have the ability to carry it out.

The adoption of changing technology in this era of globalization and the emergence of new technologies, organizations are striving to survive, grow and operate profitably in a turbulent, even changing environment. They have to position themselves in order to keep abreast with the new technologies and business development globally. Employees need to be trained and developed regularly so as to deliver even when the external environment changes lead to obsolesce of the current technology in place with the organization Nadler (1984). Training eliminates job discrepancies. To be successful, organizations have to be responsive and fast to changing environment. They have to respond fast to changing consumer requirements and needs for quality, variety, customization, convenience and timeliness. There is need to ensure that there is synchronization and standardization in how things are carried out in organizations. Beardwell and Holden (1997) human resource management has emerged as a set of prescriptions for managing people at work. The central claim is that by matching the size, skills of the workforce to productive requirements of the organization and by raising the quality of individual employee contribution to production, organizations can make significant improvements on their performance. The main purpose of training and development is to eliminate performance discrepancies whether current or anticipated.

Performance is a multi-dimensional construct, the measurement of which varies depending on variety of factors. According to Armstrong (2008), he indicates performance as both behavior and results and emphasizes that both behavior (input) and results (output) need to be considered when managing performance. Performance of an organization is the outcome of acrostic of individuals and units of the organization. Except for the external influences on individual behavior and personal traits, organizations can either influence or control all factors affecting performance of individuals and units through formal and informal means. Greater influence of individuals can be exercised formally through communication; work culture and management style (Armstrong, 2008). That is, performance means both behavior and results. Behavior emanates from the performer and transforms performance from abstraction to action. Not just the instruments for results, behaviors are also outcomes in their own right-the product of mental and physical effort applied to tasks and can be judged apart from results (Brumbranch, 1998). Within high performance work systems, training will be aligned and integrated with actual work. Employees need training in group dynamics and interpersonal relations, and in systems thinking to understand better how all parts of their organization fit together and affect each other. Trainers play a key role in providing feedback on employees' performance and financial performance of their organization (Brumbranch, 1998).

Training and Development is responsible for all issues related to the training of organizational employees. Most organizations however, have the issue of ensuring that managers and supervisors are using best practices and appropriate methods to provide feedback to employees. The effectiveness of any organization is dependent on the quality of its employees, the right people must be originally selected into the organization, motivated to work in order to be high performers and thus, enhance organizational performance. Myles (2000), states that a company that seeks to train and develop its employees well and reward them for their performance has its employees in turn motivated and thus are more likely to be engaged in their work hence improving performance and loyalty to their company.

Neo (2001) proves that training and development and ethical values in every area with regards to employees, customers and stakeholders, as well as leadership from managers, outperformed companies that did not have these cultural characteristics by a huge margin. Shen (2004) stated that where values are clarified and shared, productivity and job satisfaction increase. According to Noe (2001), organizations that embrace training and development practices are able to retain customers, suppliers, employees, stakeholders and shareholders in the long-run as they are deemed more trustworthy and better custodians of the interests of the various stakeholders. This translates into better financial performance of the business.

Coaching and mentoring are often thought of as the same thing, though they are similar, but not exactly the same. Coaching and mentoring can often be unclear and boundaries between the two sometimes become mixed up. It is also useful to remember that, within organizations, mentoring and coaching can be used as standalone learning, part of the performance development review process (including monthly one-to-one meetings) or as part of the process of training and development. Both coaching and mentoring assist staff in discussing issues they have, reflecting on those issues and identifying and setting goals. The learning relationship that develops is key to the process for both coaching and mentoring and helps to support individuals in developing their leadership skills and knowledge. The aim is also to raise the individual's self-awareness of his / her behaviours and negative and positive traits and set goals for personal leadership and organizational development. The mentoring and coaching relationship is very powerful and important as it empowers individuals to find solutions, develop, and reflect on their role (Martinez, 2010). According to Parsloe and Wray (2000), mentoring is a powerful personal development and empowerment tool. It is often described as a professional relationship in which an experienced person (mentor) assists another person (mentee) in developing specific skills and knowledge that will enhance the mentee's professional and personal growth. It is an effective way of helping people to progress in their chosen career and is a helpful relationship based upon trust and respect. Whereas Peterson and Martinez (2010) defines coaching as "a process of equipping people with the tools, knowledge, and opportunities they need to develop themselves and become more effective". It clearly puts an emphasis on the coachee as having the solutions and the coach to act as facilitator.

III. Empirical Review

In this section, we will take a look at past researches and literatures which relates to training and development of employees' performance as well as organizational effectiveness. Creating a link between training and development of employees and performance or productivity. That is, the extensive role training and development plays in organizational effectiveness and employees' productivity. Adefope (2017) conducted a study on the impact of training and development on employee performance in Radisson Blu Anchorage Hotel. The findings of this research indicated that the various training undergone in Radisson Blu Anchorage Hotel has impact on employee performance but the management needs to look into the training package. Most of the employees were of the view that training and development were effective tools for both personal and organizational success. For Obisi (2011), the main aim of all training programmes is to add value to the organization through the employees. So, without training it will be difficult to acquire skills and competencies, and without skills and competencies, organizations will not achieve its goals and objectives. The study discovered that organizations show poor attitude to training administration by not preparing and equipping their trainees before, during and after a training programme.

Tews and Tracy (2008) conducted a study on the appraisal of training and development in organizations in Nigeria; employee and organizational growth performance pivotal that training and development in organizations enhances worker's performance and growth. He recommended that every employee should be carried along in the training programme. Hence, every employee's job is seen to add value to the organization starting from the least in the organization to the highest because no man has the monopoly of knowledge. Accordingly, Adeyi, Apansile, Okere & Okafor (2018), in their studies found out that increase in training and development of employees will bring about an increase in organizational performance and productivity. It posits that organizational improvement is aimed at attaining an effective work flow and performance by workers, thereby enhancing its worker's retention, strategy of training and development. Similarly, Edeh and Nwaji (2017) carried out a research on the effectiveness of training and development on employees' productivity, which has a positive relatedness with organizational effectiveness and performance. They both concluded that employee training and development that is measured in terms of on-the-job training and off-the-job training advances employee performance.

IV. Theoretical Framework

This study will be guided by ***Social learning theory*** propounded by Albert Bandura (1977). He posits that people learn from one another, via observation, imitation, and modeling. He also viewed, learning as a series of information-processing steps set in train by social interaction. Social learning theory

Is a theory of learning and social behavior which proposes that new behaviors can be acquired by observing and imitating others. It states that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement.

According to Martinez (2010), the main assumption of this theory is that through observing others, humans have the capacity to develop ideas about how new behaviours are performed. Hence, the information is coded, stored into memory and serves as a guide for action either immediately after observation or for use in the future. Bandura's social learning theory is a combination of two other kinds of learning theories, namely: **cognitive learning** theory; which states that the learning of an individual is entirely determined by psychological factors. **Behavioural learning** theory; which claims that learning is based on how we respond to the stimuli in our environment.

According to Bandura (1977), there are four components of social learning theory which comprises the observational learning and modeling process;

Attention: In order to learn, you need to pay attention. Anything that detracts your attention is going to have a negative effect on your observation.

Retention: The ability to store information is an important part of learning process, the ability to hold up information is vital aspect to learning.

Reproduction: Attention should be paid to the model and information retained, that will enhance the practice learned (e.g. behavior leads to improvement and skill advancement).

Motivation: In order, to acquire observational learning, you have to be motivated to imitate the behavior that has been modeled. That is, reproducing observed behaviour requires some motivation to do so.

Therefore, *social learning theory* supports the continuous learning process within teams, groups and organizations and when used effectively, it has a huge impact on employees' knowledge acquisition and career development. By this way, social learning doesn't just help learners retain the learning but also helps apply that learning on the job (Bersin, 2009). In most organizations social learning theory is being applied extensively other than formal learning, where the education is based on a rigid curriculum (Examples of learning methods, online learning, coaching, mentorships, and social learning). Thus, it is highly cost-effective because of its organic nature, which means it can happen anywhere and at any time, group of people with shared expertise who work together"communities of practice" (Wenger, 1998).

Rogers, (1983), asserts that by applying principles of social learning theory to workplace training, it encourages trainers to include demonstration videos or play-acting exercises to reinforce concepts of appropriate and inappropriate workplace behavior. Therefore, social learning theory supports the concept that training effectiveness improves when learners admire the instructor. By adoption of this learning process, trainers can take advantage of this predisposition by creating an environment which enhances effective training and development that leads to employees' performance and organizational efficiency. Also, social learning theory supports informal learning and **corporate mentorship program**, which gives leaders in an organization the opportunity to model their exemplary behaviors, so that other employees in the organization can learn and imitate them.

The implication of this theory to the study is that management should ensure that employees are provided with adequate training programmes that will enhance their performance and productivity. Also, this theory becomes relevant to this work because it explains the importance of training and development on improving employees' capacities in meeting their routine job targets and how it does discourage workers poor performance and redundancy.

V. Methodology

The design adopted a descriptive design. This is necessary because it would enable the researchers to sample the opinion of the respondent on the impact of training and development on the employee's performance through the aid of a closed ended questionnaire. The population of the study comprised of 1,380 employees working in Epenal Group of Companies Ltd. The sample size is 300 workers, consisting of employees from Epenal Group Ltd which comprises of the following: 38 Dredging workers, 55 security officers, 46 staffs from piling unit, 45 from civil construction, 56 from Pipeline Construction, 44 boat builders and 16 equipment leasing using random quota sampling, the strata in this case being different grades of employees in various departments of Epenal Group Ltd.

VI. Results and Discussion

Research Question 1: What are the impact of training and development on employees' performance in Epenal Group Ltd?

Table 1. *The impact of training and development on employees' performance in Epenal Group Ltd*

S/N	Items	Mean	SD	Remark
1	After attending the training and development program, my contribution towards achieving the organizational goals has increased.	**3.35**	**0.91**	**Agree**
2	The knowledge and skills gained through training and development have helped to boost my job performance.	**3.96**	**0.01**	**Agree**
3	My performance is very outstanding after my training and development program	3.15	0.65	Agree
4	After training and development program my job task delivery is excellent.	3.33	0.89	Agree
5	I was able to render quality services after training and development program	3.46	0.11	Agree
	Clustered Mean	**3.45**	**0.51**	**Agree**

Source: Fieldwork Survey (2022)

Table 1 showed the analysis of the impact of training and development on employees' performance in Epenal Group Ltd, Rivers State. The result in items one to five shows a high positive influence of training and development on employees' performance in Epenal Group Ltd. Also, the clustered mean was 3.45, which implies that there is high influence of training and development on employees' performance in Epenal Group Ltd.

Research Question 2: What are the impact of on-the-job training and off-the-job training on productivity of employees in Epenal Group Ltd?

Table 2. *The impact of on-the-job training and off-the-job training on productivity of employees in Epenal Group Ltd*

S/N	Items	Mean	SD	Remark
6	Attending the training& development program (on-the-job and off-the-job training) has given me a better understanding of my job responsibilities.	3.14	0.97	Agree

7	Training & development (on-the-job and off-the-job training) is an eye opener to the required skills I needed to perform my job tasks.	3.05	0.74	Agree
8	The job knowledge gained during training and development (on-the-job and off-the-job training) has increased my performance.	3.00	0.90	Agree
9	The job knowledge (on-the-job and off-the-job training) enhances my ability in my job schedule.	3.23	1.03	Agree
10	The job knowledge gained during training & development (on-the-job and off-the-job training) makes me to be efficient in my job task	3.31	1.10	Agree
	Clustered Mean	**3.15**	**0.95**	**Agree**

Source: Fieldwork Survey (2022)

Table 2 showed the impact of on-the-job training and off-the-job training on productivity of employees in Epenal Group Ltd. The result showed that all the items have mean responses above 2.50which is a high response. Also, the clustered mean of 3.15 indicates a high impact of on-the-job training and off-the-job training on productivity of employees in Epenal Group Ltd.

Research Question 3: To what extent does training and development through Coaching and Mentoring influence the work quality of the employees in Epenal Group Ltd?

Table 3. *The extent to which training and development through Coaching and Mentoring influence the work quality of the employees in Epenal Group Ltd*

S/N	Items	Mean	SD	Remark
11	Training & development session has played a significant role in improving the quality of my work.	3.70	0.53	Agree
12	The skills and knowledge gained through Training enable me to deliver quality services to the customers.	3.26	0.91	Agree
13	I find my job quite interesting and meaningful now	3.20	1.08	Agree
14	The skills and knowledge gained through Training have helped me to improve on my job duty without guess work.	3.95	0.35	Agree
15	The skills gained from training & development has helped me to be conscious of my job task.	3.57	0.62	Agree
	Clustered Mean	**3.53**	**0.70**	**Agree**

Source: Fieldwork Survey (2022)

Table 3 showed the extent to which training and development through Coaching and Mentoring influence the work quality of the employees in Epenal Group Ltd. The result showed that all the items have a mean response above 2.50, indicating a high extent of training and development through Coaching and Mentoring influence the work quality of the employees in Epenal Group Ltd.

Research Question 4: What is the extent to which training and development improve the job knowledge of employees in Epenal Group Ltd?

Table 4. *The extent to which training and development improve the job knowledge of employees in Epenal Group Ltd*

S/N	Items	Mean	SD	Remark
1	After training, I meet the target quotas and goals more easily than before.	3.23	1.08	Agree
2	After attending the training and development program, my speed of achieving targets has increased.	3.47	0.54	Agree
3	Training has improved my skills to work with others at work.	3.27	0.92	Agree

4	After being trained, I clearly express my ideas and information.	3.92	0.34	Agree
5	After being trained, I feel much more attachment and professional obligation towards my company.	3.95	0.35	Agree
6	**Clustered Mean**	**3.57**	**0.65**	**Agree**

Source: Fieldwork Survey (2022)

Table 4 showed the extent to which training and development improve the job knowledge of employees in Epenal Group Ltd. The result showed that all the items have mean response above 2.50, indicating a high extent to which training and development improve the job knowledge of employees in Epenal Group Ltd.

VII. Discussion

The results in Table 1 reveal that majority of the participants agreed that training and development influences employee's performance, with a high clustered mean of 3.45 and a standard deviation of 0.51 which is above the bench mark of 2.50. This finding agrees with findings of Heathfield (2012), who noted that the right employee training, development and education at the right time, provides big payoffs for the organization in increase and productivity, knowledge, loyalty and contribution. Beardwell and Holden (1998) liken new employees to "raw materials"; they have to be processed to be able to perform the tasks of their jobs adequately and to fit into their work-group and into the organization as a whole. According to Ivancevich (2010), training and development is a process that attempts to provide employees with information, skills and understanding of the organization and its goals. Armstrong (2012) asserts that training has to do with the application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. According to Snell (2007) training and development needs tend towards empowerment; total-quality management, teamwork, and international business make it necessary, in both private and public sectors, to develop the skills that will enable employees to handle new and more demanding roles and responsibilities.

The results in Table 2 show a high impact of on-the-job training and off-the-job training on productivity of employees. This finding corroborates with Bradley, Petrescu and Simmons (2004) who posits that on-the-job training has a considerable impact on job satisfaction, employee motivation and commitment. Beach (1990) opines that training (both on-the-job and off-the-job training) encourages staff retention by reducing staff turnover caused by frustration among ambitious worker. He also noted that training activities have a positive impact on the performance of individuals and teams. Kozlowski (2004) reiterated training not only affects procedural knowledge (i.e. how to perform skilled behaviour), but also enhances strategic knowledge, defined as knowing when to apply a specific knowledge or skill.

The results in Table 3 indicate a high positive influence of training and development through coaching and mentoring on the work quality of the employees. This finding is in line with Hartenia (2003) who observed that mentoring is another method of training wherein the mentor possesses specific knowledge, skills and abilities and experience in problem solving, conflict resolution, communication, defining objectives and planning. Coaching involves an ongoing demonstration, guidance, instruction and teaching in job situation by the supervisors. The performance and learning of the trainees or employees are continuously monitored and necessary appreciation and corrections are introduced.

The results in Table 4 show that majority of the respondents agreed that of training and development improves the job knowledge of employees. This finding concurs with Mullins (2007), who states that the purpose of training and development is to improve knowledge and skills and to enhance trainee's attitude. Black (1996) opines that good training improves the quantity and quality of organizations output; increase the chance of organizational success and effectiveness; decrease the organizational costs and expenses. Reynolds (2004) pointed out that training has a complementary role to play in accelerating learning. Beardwell and Hidden (1994)

consider training and development as a planned process to modify attitude, knowledge or skill through learning experiences to achieve effective performance in an activity or range of activities.

VIII. Conclusion and Recommendations

The findings of this study highlighted a high influence of training and development on employees' performance. The study showed that on-the-job and off-the-job training influences productivity of employees. Also, the study found that training and development positively influences employees' job knowledge and the work quality of employees. Based on the findings of the study the following recommendations were made:

1. The employer should improve training programmes so that employees acquire new knowledge during training.

2. The employer should have compulsory training programmes for all employees in order to improve the knowledge and understanding of annual business strategy and objectives.

3. Employees should be provided with effective training (0n-the-job and off-the-job training) in order to reduce the time spent by managers on supervising employees.

4. Employees should be provided with more training programmes in order to reduce the cost of recruiting and training new staff members.

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